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ABSTRACT

Responsive assessment is explored in this book in terms of its ability to support people who learn. This book represents a search for assessment practices that are relevant and responsive. Part 1 introduces responsive assessment as a set of guidelines and as a theoretical foundation for assessment and instructional planning. Chapter 1 explores the necessity of rethinking academic assessment in terms of the support it actually provides to learners. Chapter 2 outlines the responsive assessment approach and suggests existing practices that can serve as tools for its application. Chapter 3 considers the assumptions underlying both conventional and responsive practice, explores criteria for assessment practice, and discusses consultation as the practical foundation for any responsive assessment activity. Part 2 details the practice of responsive assessment. Chapter 4 contains a case illustration of the first option for supporting learning with academic assessment: assessing the learning environments in and out of school. Chapters 5 to 7 focus on applications of responsive assessment in reading, written language, and mathematics respectively. Chapter 8 addresses group academic assessment with regard to the criticism of current practice and the promise of recent developments. Chapter 9 considers barriers to the practice of responsive assessment and makes suggestions for addressing the organizational, governmental, and cultural roadblocks. The primary focus is on elementary schools, and the examples are drawn form the elementary school classroom, but the applications of responsive assessment can be extended to all areas of learning. (Contains 10 figures, 4 tables, 1 exhibit, and 237 references.) (SLD)

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